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ABSTRACT

This paper presents a teacher education model that combines ideas from social psychology and acting. The effective teacher role is defined as being characterized by broad permeating attributes of behavior that distinguish this role from a less effective one. Procedures are discussed for the acquisition of a teaching role derived from the work of Stanislavski, which include the following steps: (a) the study of the role itself, (b) the search for material that becomes the medium through which the role is acted out, (c) the search for characteristics and attributes within the student of education that can become incorporated into the role, (d) the preparation of the student of education for undertaking the role in the classroom, and (e) the endless search for material to be incorporated into the role to keep the role alive and to prevent it from becoming routinized. The author concludes that every teacher should be familiar with the mainstream of knowledge relating to child development and with models of intellectual and social framework of the teaching role that should consitute the essential core of teacher education. A 19-item bibliography is included. (PD)

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THE SOCIETY OF PROFESSORS OF EDUCATION

EMPIRICALLY BASED TEACHER EDUCATION

by

Robert M. W. Travers

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Foreword

Ideas from social psychology and the actor's craft are combined in this paper to offer a powerful model of teacher education which actively challenges the mechanical men of PBTE/CBTE.

To practitioners, the striking implications of the proposals should be found no less intriguing than the invitation to new kinds of colleagial cooperation within the university and beyond.

Reflection on Dr. Travers' recommendations reveals compelling theoretical bases. Teachers and teacher educators schooled in empiricism and the arts must respond to Dr. Traver's orchestration of dramatic art and science in teacher education.

A.B.

Introduction

The SPE is proud to present "Empirically Based Teacher Education" by the esteemed psychologist, Robert M.W. Travers. In this paper Dr. Travers lucidly and elegantly examines Performance Based Teacher Education and Competency Based Teacher Education, and offers a significantly different model of teacher education. It is no less empirical than others claim to be; but it is dramaturgical in its source of inspiration. The teacher is seen as an intentional actor, not a system of molecular learnings; a minded player in human drama, not a robot carefully machined and ingeniously programmed with interchangeable modular components.

Dr. Travers' paper is the first in a series of distinguished SPE Occasional Papers scheduled for 1974/75. Last year the first major paper in that series was by Harry Broudy, philosopher of education. Both Broudy and Travers offer telling insights into the profound issues raised by the theories and programs familiarly labeled PBTE and CBTE.

Dr. Broudy posed some of the hard questions which PBTE/CBTE enthusiasts must consider carefully lest they be rendered uncritical by a form of empiricism which drags dirty tail feathers behind it, an unlovely appendage unnoticed by those fixated on the beady-clear eyes of behavioral objectives. Thoughtful educators are, of course, agreed that clear-eyed objectives are desirable features in a bird of good choice, but only the bemused or naive will neglect to examine the fowl's backside.

The peacock, according to Greek mythology, owes the "eyes" in his tail to a victim of Hermes. Argus, the victim, had eyes all over his body; when he was slain by Hermes, the goddess Hera transferred his eyes to the peacock's tail feathers. Is PBTE/CBTE a peacock?

A thousand eyes or a million, however keen individually, are subject to familiar disadvantages: molecular focii lacking contextual integration; isolated, multiple sightings bereft of directional vision. Margaret Lindsey warns us along these lines in her "PBTE: Examination of a Slogan" (Journal of Teacher Education, Fall 1973, pp. 180-186). Semantic confusions and thick-headed political sloganeering have become sensible dangers.

State governments have been stamping "Gov't Approved" on varieties of PBTE/CBTE programs, as though there were sufficient scientific and philosophical warrant to pass legislation. The prematurity is appalling. Due process in the validation and election of educational theories demands much more careful reflection than has been evidenced in some parts of the nation. (See the above issue of JTE and Phi Delta Kappan, January 1974.)

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EMPIRICALLY BASED TEACHER EDUCATION

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This paper is an attempt to examine some of the ideas related to teacher education which are being widely promoted at the present time and to substitute for them a plan for teacher education based on the results of research. One of the most highly promoted ideas intended to change teacher education is that known as the performance-based certification for teachers, sometimes referred to as competency-based teacher certification. Related to this idea is the concept that teacher education should be "performance based." Presumably, a performance-based teacher education program would lead to a performance-based certification system. The idea is a simple one, and like many simple ideas, carries with it the illusion of clarity. Yet the fact is that the concept is far from clear, and attempts to define it are often no more than shadowy games of word substitution. For example, a symposium entitled Performance-Based Certification of School Personnel (Burdin & Reagan, 1971) defined performance-based certification by saying that it involved the certification of teachers by means of evidence based upon performance (p. 5). Such games of word substitution and word reordering are not only useless, but dangerous to play when the careers of adults and the welfare of children are at stake. The latter report is not the only one that can be criticized for a failure to come to grips with the problems involved. At least one additional widely-distributed report related to performance-based teacher education contributes to the same obfuscation. The AACTE report resumé (Elam, 1972) states that "a teacher education program is performance based if . . . criteria to be employed in assessing competencies are based upon, and in harmony with, specified competencies (p. 5)." This is the most useless form of redundancy and cannot provide any clarification. Its lack of meaning is particularly evident when one notes that the word competency is widely used in relation to teacher education, but rarely does the user specify what the competency is to achieve.

The literature on the subject has now assumed massive proportions and the titles of works on the subject have become progressively more extravagant and more like toothpaste commercials. One such publication is entitled The Power of Competency-Based Teacher Education (Rosner, 1972), and the title is as specious as its content. Since the volume was rushed through press without taking the time to prepare an index, the reader has difficulty in locating any references to research that a reading of the volume might miss. This reader could find only one perfunctory reference (p. 9), and the authors of the volume never appreciated the significance of the reference. Another volume by Anderson et al. (1973) provides another research-free analysis using the systems analysis metaphor. This report, which is another spinoff from the Model Teacher Education Program, also makes no attempt to build on what is known about the problem and represents a vast speculative endeavor.

Those who have chosen to promote the idea of competency-based teacher education or teacher certification have chosen a key word--competency--which even the writers of dictionaries have had difficulty in pinning down. Competence is defined in various dictionaries as the quality of having sufficient skill, or adequate but not exceptional skill, legally qualified or capable, or able or sufficient, having sufficient knowledge for some purpose, etc. (See Webster's Seventh New Collegiate Dictionary, 1965; The Random House Dictionary (unabridged), 1967; Webster's New International Dictionary, 1960.) The meaning may imply anything from marginal, though adequate, to substantial qualifications for something or other, depending upon the context. The word is made for political discourse in which each can read into the word the meaning most dear to his heart. The word competence provides the illusion of clarity, but brings only obscurity. If the terms competency based and performance based, as used in relation to teacher education, had had a research foundation, then the terms would almost certainly have a more solid meaning. Their usage derives from politics and not from research. The mere labeling of a teacher education program as competency based gives it a political advantage over programs that do not have such a lavish label. Yet the sad fact is that programs that carry these lavish labels are research divorced rather than research based, as are the Model Teacher Education Programs from which they were largely derived.

The format of so-called competency-based teacher education programs and their predecessors is a particularly important matter to examine since, as will become evident later in this paper, it is here that one begins to see that the programs are in direct conflict with the results of research and with what those results suggest should be the format of a good teacher education program. The format that has become tied to the term competency based is that of a modular program. Each module allegedly produces in the student of education a corresponding module of skill. The effects of exposure to the module are allegedly measured by determining whether the student can perform the skill stated in the objective of the module. Competent teaching is assumed to consist of a collection of modular skills, and effective teaching performance presumably consists of a chain of these modular performances. This kind of conception of behavior has been promoted widely by operant psychologists who have long attempted, rather unsuccessfully, to account for complex behavior in terms of chains of components.

The conception of a competency-based teacher education has, unfortunately, become closely tied to the concept of a modularized teacher education program. This monopoly of the word competency by a particular group has made it difficult for others to use the word in a broader sense. The monopolization of the word competency by the modularizers of teacher education is much like the monopoly that the John Birchers have been able to establish over the word patriotism. For this reason, although the program of teacher education that I propose is empirically related to teaching competencies, another descriptive term for such a program seems called for. A term such as effectiveness directed seems to contain the right substance for a name to describe a program of teacher education based on what is known about effective teaching in the classroom.

The idea that there are specific classroom situations to be handled by specific skills learned in specific modules of teacher training is a bureaucrat's dream quite divorced from the realities of the modern classroom. Perhaps the classrooms of the last century could have been conceived of in such terms, but modern classrooms, designed in terms of what is known about learning, do not fit this model at all. In good examples of modern classrooms very little stereotyped teacher behavior is evident. There is little Victorian modular teacher behavior evident, and this is because the role of the teacher is that of being a productive problem solver. In that role, the teacher is creating solutions to problems in ways that are novel and ingenious. The behavior of such a teacher is neither modular nor stereotyped. The effectiveness of such a pattern of teacher behavior derives support from research for such a teaching role has been demonstrated to be one that is effective in producing pupil achievement.

I am making a distinction here, long ago made by Maier (1940) between productive and reproductive problem solving. Reproductive problem solving involves the application of stereotyped solutions to standard problems. Productive problem solving involves the creation of solutions to problems out of the problem solvers resources. Effective teaching seems to require the teacher to engage in productive problem solving for there is little standardized about pupil behavior. Many today prefer to describe productive problem solving as generative problem solving to distinguish it from stimulus-response problem solving which corresponds to the reproductive category. The evidence indirectly supports the contention that an important component of effective teaching is productive problem solving on the part of the teacher.

An Alternative Point of Departure

The documents reviewed up to this point encounter difficulties in defining the problem they are trying to solve, because they are wholly lacking in any empirical foundation for what is said. They are abstract and theoretical documents that inevitably fail to come to grips with a real world. But substantive knowledge is not wholly lacking and can provide a slim toehold in the world of concrete reality for those who wish to find even a small solid footing for teacher education.

A long history of classroom research has supported the conclusion that certain characteristics of the teacher's behavior are important for student achievement. Rosenshine and Furst (1971) have been able to gather together those studies in which researchers used an objective criterion of pupil achievement and have shown that there is some consistency running through the conclusions. They find that certain broad characteristics of teacher behavior are consistently related to pupil achievement. These relatively strong and consistent attributes of behavior are the characteristics described as clarity, variability, enthusiasm, and task orientation or businesslike behavior. These can be described as a general style of life or style of behavior in the classroom. They can hardly be viewed as representing specific and modular teaching skills. They fit fairly closely to the concept of a role (Sarbin and Allen, 1968). The are permeating characteristics of classroom behavior and can hardly be considered to be tied to specific situations arising within the classroom.

Other characteristics of effective teachers listed by Rosenshine and Furst include teacher indirectness, positive rewards and supportive behavior, the use of structuring comments, the use of questions at higher cognitive levels rather than lower levels, and a probing approach.

Rosenshine and Furst also list a number of other characteristics of teacher behavior related to achievement and these too can be classified into the general class of role characteristics. The message of research seems to be that the main characteristics identified as being of central importance in producing achievement in pupils are broad and permeating characteristics of teacher behavior and that at least some of these characteristics have been identified. Surely these are the characteristics that teacher education should attempt to develop in students of education, even though these are characteristics that do not lend themselves to learning by modular instruction.

Let us consider briefly how such characteristics function. On the one hand they present the essential framework within which productive problem solving can be undertaken by the teacher. Such effective problem solving requires a businesslike person who shows variability rather than stereotyped behavior, who can express himself clearly, and who is enthusiastic. Although not denying that these characteristics have skill components, particularly in the clarity area, the position taken here is that, from the point of view of training, they are much more usefully viewed as representing characteristics that permeate the behavior of the effective teacher and which are described here as role characteristics.

In order to develop our thesis, let us assume that teacher education should be focussed primarily on those characteristics of teachers that have been demonstrated, through empirical research, to be related to the academic achievement of pupils. This position does not exclude the possibility that there are criteria, other than pupil achievement, that should be considered in assessing teacher effectiveness. This position also does not deny the importance of developing other kinds of behavior in teachers, in addition to those that have been derived from a half century of research on teaching factors that contribute to pupil achievement. The assumption is also made that the characteristics of teachers being considered can be viewed profitably as role characteristics and, hence, can be developed by whatever techniques are effective in developing roles.

The position taken here does not deny the possibility that there are some unitary skills related to teaching that can be taught in a modular program and that one can measure the extent to which a teacher can perform these skills. However, what these skills are is strictly a matter for speculation at this time. Despite the lack of evidence of the significance of these modularized skills, one can probably muster strong arguments that some of these should be acquired in a teacher education program. But much stronger is the argument that teacher education should emphasize the development of role characteristics that have been demonstrated to make for effective teaching in terms of academic achievement of pupils.

One can readily understand why teacher education has tended to concentrate on the teaching of specific, modularized, prepackaged skills rather than on the development of role characteristics. Small, identifiable skill components are readily organized into programs and are easy

to work with much as a Betty Crocker mix is an easy way of producing a rather mediocre cake. Just add the modules in the right order, then bake for a semester in student teaching, and something that has the superficial resemblance to a teacher emerges. In both cases the product will meet certain criteria. The cake is edible if one is hungry enough and the teacher can do some of the things that teachers are supposed to do.

Real difficulties arise when teacher education departs from such a simplistic view of the nature of teaching and attempts to produce teachers that will manifest full and effective teaching roles. How such roles are to be developed should be a matter of central concern among teacher educators, and it is to this problem that we must now turn.

Teacher Role - Definition

The position taken up to this point is that the major teacher factor known to affect pupil learning is that which is broadly described as teacher role. The specification of the characteristics that constitute an effective teacher role are described by research and have been summarized by Rosenshine and Furst. This is an empirically derived definition of effective teacher role which seems to be an appropriate one for our purpose here. It views an effective teacher role as characterized by broad permeating attributes of behavior which distinguish this role from a less effective one. It treats behavior at a molar level rather than at a molecular level as does a typical modular competency-based program. This definition is not at variance with the traditional definition of role, given in the 1954 Handbook of Social Psychology (Sarbin, 1954) which defines role in terms of expectancy. Teachers who satisfy the role definition considered here may be expected to behave in particular ways in the classroom. If they do not meet these expectancies, then they are not behaving in terms of the particular role. The concept of expectancy is a more theoretically oriented concept of role than is the one considered here which is empirically oriented. In the 1968 edition of the Handbook of Social Psychology there is a certain preference shown for an empirical type of definition similar to the one used here. In the latter set of volumes a chapter by Sarbin and Allen (1968) provides a variety of definitions of the role concept and a review of studies that use the role concept. However, few of these studies have focussed on the problem of role development. Sarbin and Allen make the interesting suggestion that those who know most about techniques for role acquisition are those concerned with teaching in the theatre arts. Indeed, the concept of role derives from the theatre where at one time actors learned their parts from a sheet of parchment wound around a wooden roller. These scripts were referred to as a roll, or rolle or rowle.

Sarbin and Allen (1968) make the point that individuals differ in their ability to acquire new roles. They also point out that much of childhood play involves attempts to play various roles and that play provides extensive experience for the child in finding ways of performing according to particular role expectations. Presumably some children have more experience than others in such play situations or use their experience to better advantage. Such differences could account for some of the difference among adults in the capacity to learn new roles.

Role acquisition is not an activity special to teacher education. All adults have to learn new roles at various times to cope with new jobs, to fit into a new social group, to adjust to the problems of a new age period in one's life. For the most part these new roles are learned slowly, quite unsystematically, and often ineffectively. In teacher education a new role has to be learned rapidly and effectively and to do this requires effective teaching and learning techniques.

Sarbin and Allen's interesting suggestion that the techniques of the dramatic arts be studied as a source of techniques for role instruction and role development of teachers has been the focus of our work during this last year. The techniques that dramatic arts courses have to offer in this respect are vastly more sophisticated than anything found at present time in teacher education. Role playing games in teacher education courses are primitive compared with those used in the theatre arts. In order to explore this area further various activities were pursued including those of attending courses in acting, studying the production of a play at a local theatre, and reviewing the literature of training in the theatre arts.

Role Training in the Theatre Arts

In the present century training of actors has become the subject of theory construction. By so doing the area has lost its central preoccupation with the development of specific skills such as those of diction, movement, makeup and so forth. Although the latter skills find a proper place in the curriculum of the actor-in-training, they tend to be more and more acquired within a framework of theory concerning the nature of acting and the conditions necessary for effective training. The field is not without controversy and yet a review of the literature and extensive contact with professionals in the field indicate that there is considerable agreement concerning the essential features that the training of the actor has to include.

Certain aspects of the training of the actor are irrelevant to our present discussion. One of these is the familiarity that the actor should have with the literature of the theatre. The well-trained educator should have a knowledge of the literature of drama. Such a knowledge gives him understanding of what the various writers of plays are attempting to do. Without such knowledge the actor would have difficulty in interpreting parts he might be required to play within that great literature. The literature of drama is an important part of the background of the well-trained actor, but most writers in the field would concede that there are some actors who have so much natural talent that they are able to give outstanding performances without acquiring this kind of literacy. Perhaps the literature of classroom practice should be a part of the background of every teacher, but it is also probably not necessary for providing an outstanding classroom performance.

The primary attempt to systematize theory of the training of the actor was made by Stanislavski, who was both the founder and co-director of the Moscow Art Theatre. Stanislavski was a giant and, like most intellectual giants, had a message of significance to many outside his immediate field. Stanislavski rebelled against the artificiality of 19th century theatrical production. He deplored the use of overacting,

believing that the theatre should be a window to real life and not the presentation of an unreal and artificial world. Stanislavski wrote extensively concerning the curriculum that the four-year training program for the training of actors should include. Several of his books have been translated into English and have been widely read and studied throughout the English speaking world. They have been of great influence on the training of actors, even though all may not agree with every detail of the theory and training program proposed. Our main interest in his work in the present connection is that it provides a theory of role acquisition which suggests ways in which teachers may acquire suitable roles.

Stanislavski stands strongly against the mere practicing of appropriate behavior as a way of acquiring a role. A convincing portrayal of a role requires more than the mere saying of the correct words and the performing of required actions, for these words and actions become impregnated with the underlying beliefs and feelings of the actor. In his autobiography entitled My Life in Art he brings out again and again that the effective performer of a role is one who is completely immersed in the role. His immersion must be such that he embraces all of the feelings and beliefs related to the role. If he can do this, then he can be sure that his behavior will provide a thoroughly convincing and authentic portrayal of the role. In a sense, to play the part of Julius Caesar the actor has to become the living reincarnation of Caesar. Stanislavski points out that the actor should not become preoccupied with the tone of voice that he should use for a particular piece of the dialogue, for the tone will be right automatically if he can just experience the underlying feelings called for by the part. Stanislavski stressed this position particularly because he was disturbed by those actors whom he described as "cold in the surface layers of scenic craft" (My Life in Art, p. 571). He was appalled by what he saw as a striving for surface polish and surface technical perfection.

How does a person acquire such complete immersion in a role? The basic answer is by hard work. Stanislavski points out that every art requires the most concentrated effort on the part of the artist. A virtuosa is one who works tirelessly at his work regardlessly of whether it is music or sculpture or painting or acting on the stage. The actor has to work tirelessly at the role he has to master. He must spend his days and nights living the role.

The work of Stanislavski is significant for teacher education because his whole system is designed to produce complete and genuine authenticity in the role to be acquired. Most teachers of teachers would agree that the performance of the teacher in the classroom should involve a high degree of authenticity. Combs (1972) has recently voiced this widely accepted point of view in emphasizing that teaching is far more than saying what one has learned to say.

The procedures suggested here for the acquisition of a teaching role derived from the work of Stanislavski (Creating a Role) involve the five following steps:

1. The study of the role itself.

2. The search for material which becomes the medium through which the role is acted out.

3. The search for characteristics and attributes within the student of education that can become incorporated into the role.

4. The preparation of the student of education for undertaking the role in the classroom.

5. The endless search of material to be incorporated into the role to keep the role alive and to prevent it from becoming routinized.

In borrowing ideas from the theatre arts, we are not using an interesting metaphor. The position taken here is that the role acquisition techniques developed in the theatre arts are techniques appropriate for acquiring the role of a teacher during teacher training. What Stanislavski was attempting to do with actors, teacher trainers should be attempting to do with students of education. Actor training techniques can also be said to have had a certain kind of performance-based validation to them, in that the trainer of actors sees how audiences and critics react to his products. Acting is a public performance although teaching is not so in the same sense. Let us now turn to a consideration of each one of these steps.

Studying the Role

The first step in the acquisition of a role requires understanding of the role. This involves (1) having the role communicated to the person who is to acquire the role and (2) having that person analyze the role. Luchins and Luchins (1966) have shown that even simple roles are difficult to perform if they are not understood. Studying the role is not an easy task for the student of education in view of the fact that there are no well-developed techniques in teacher education for communicating roles. Indeed, the development of such techniques is a task which has to be undertaken before teacher education can become effective. The usual means of role communication is that of describing some of the characteristics of effective teachers and sending the students out to schools to observe whatever they can in regular classrooms, but such techniques hardly seem adequate. Systematic communication of the role of the teacher should be the first step in teacher training and should begin in the sophomore year.

We have been working on the development of materials which will effectively communicate teaching roles to students of education. Just placing the student in a classroom does not seem to be a good way to communicate a role. Peck and Tucker (1973) have reviewed the evidence concerning the impact of classroom teachers on the students of education who observe them. One fact comes out clearly. It is the authoritarian aspects of teacher behavior that rub off most easily on the student, perhaps because the student sees these behaviors as instruments for protecting himself and his ego in the classroom. For this reason we have rejected the idea of communicating teaching role by plunging the student of education into a classroom. The present emphasis on sending the student into the schools early in his training seems to be based on

a faulty analysis of what learning to become a teacher involves, and also shows a complete disregard of what this is known to do to the student.

Carefully selected performances of teachers in classrooms, recorded on film, might also have value in communicating role, but they would have to incorporate the role characteristics that have been identified as being related to pupil learning, but even the best materials will be useless unless the student knows how to analyze them. Although psychologists studying very simple forms of modeling behavior have concluded that mere exposure to a role results in its acquisition, this generalization should not be extended to the acquisition of complex roles. Instructors in the theatre arts agree that, in the latter case, mere exposure may be even worse than useless and produce naive and ineffective ways of performing the role, a position that teacher trainers should note.

The student should have to make an analysis of the role of the teacher through whatever medium that the role is communicated, much as an actor makes an analysis of a part before he attempts to master it. In undertaking this task, the student might ask questions such as the following:

1. What were the goals of the teacher? Was the teacher just trying to maintain order and quiet? Was the teacher working to maintain the position of an authority figure? Was the teacher a primary source of intellectual stimulation and intellectual probing? Was the teacher a source of intellectual structure in the events of the classroom? Did the teacher show individual concern for the problems of particular pupils, etc.?

2. How does the teacher feel in particular encounters with pupils? When does the teacher empathize with pupils? What feelings does the teacher share with pupils? Does the teacher express hostility, anger, frustration, impatience, love, concern, etc.?

Although role characteristics may be studied by the student of education on an intellectualistic plane, such an approach is insufficient for a thorough understanding of what the role demands. A useful comprehension of the role requires that the student fully appreciate the affective states that accompany the role. What does the teacher experience in living the role? How do the affective experiences of the teacher influence what he does?

Comprehension in understanding the role involves a complete preoccupation with thinking about what living the role is like. The student of education must spend time thinking about how the teacher, manifesting the role, would handle hundreds of different situations. The understanding of the role requires that the student of education explore far beyond the simple illustrations that the teacher trainer has given to provide a crude definition of the role. The student must see, in his mind's eye, the teacher functioning in a great range of classroom situations.

An important aspect of the analysis of a role is the identification of what Stanislavski calls superobjectives. A role reflects overriding values that permeate the performance. Lincoln's deep faith in the fundamental goodness of man represents in Lincoln's life what Stanislavski

would call a superobjective. An actor, taking the part of Lincoln, would have to incorporate into his performance this deep feeling for the virtue of man. Such superobjectives are not confined to the behavior of eminent persons playing public roles, but are evident in every person in every role. In some other cultures some of the superobjectives of the teachers are carefully spelled out. The major, central, and overriding superobjective of the elementary school teacher in France is that of transmitting to the pupils the concept that they are the standard bearers of the perpetual French revolution, a revolution that still has to be completed and for which the goals still have to be fulfilled.

The superobjectives of the American teacher have never clearly emerged, except within the scope of certain restricted movements such as the Progressive Education Movement of the 1920-1930 period. Within the latter movement superobjectives were those of delegating to the pupil responsibility for his work, providing a supportive relationship for the pupil, and conducting a rewarding rather than a punishing relationship to the pupil. In the operant type of approach the superobjectives include the control of pupil learning, the maintenance of a relationship of controller and controlled between pupil and teacher, and the achievement in the pupil of the prescribed objectives.

A teacher who does not have superobjectives can manifest only a patchwork of unrelated skills and disjointed activities. The superobjectives give coherence and meaning to the teacher's performance. The acquisition of superobjectives is just as important an aspect of teacher training as is the acquisition of specific skills. A teacher who acquires only the specific skills is like an actor who has learned his lines but who does not understand the part.

Finally, the study of the role requires that the student of education learn the full spectrum of feelings that underlie the role. A teacher may perform the right specifics in relation to the pupil, just as the actor may say the right words, but the performance is empty, forced, and unconvincing to the pupil. Teaching is a human relationship and human relationships are never colorless except at the most ineffective levels. A teacher has to have deep and positive feelings for pupils if the performance is to have any power to it. The role of the effective teacher is inevitably deeply colored by strong emotional undercurrents. It is these, particularly, that the student of education has to learn to understand in comprehending a teaching role. Those who pursue the Betty Crocker method of training teachers simply do not understand the importance of such vital elements, for they deal with behavior not only at the surface level but in superficial terms.

The Search for Material Through Which the Role Can Be Achieved

The study of the role, through carefully selected materials, should bring the student of education to the point where the creation of the role in himself requires that he have closer contact with those engaged in the role and with the media and materials through which the role is enacted. He must now search for exemplars of the role, for study and as a source of ideas, but the novice in teaching must avoid attempting to copy a particular teacher who is seen as a model of the role. The act of copying will merely result in a role presentation that lacks authenticity and has a clear mark of artificiality. The study of the performance of the behavior of other teachers is merely a means of creating a

role in the observer. It does not preempt the task of creating the role. A role that is copied cannot have the authenticity that a role has to have to be effective. Nevertheless, the study of the role in others is of vital importance if it is to be understood and if it is to become a part of the self.

The study of the role in others is all too often undertaken without any real understanding of what is to be accomplished. For example, the student watches the model teacher and notes that the teacher catches the attention of the pupils by turning off the classroom lights momentarily. The student then concludes that the essence of the role lies in knowing such tricks as the effect of turning off the lights. All too often the complaint of the student of education is that the courses he takes do not teach him such tricks of the trade. The student of education should observe teachers seeking answers to such broad questions as: What does the teacher do to maintain ongoing organized activity? How does the teacher handle himself when faced with frustrating situations? What does the teacher do to keep down tension in both himself and in the pupils? How does the teacher feel about the children? What strategies does the teacher use when a child does not understand how to solve a problem? How does the teacher adapt his behavior to different children? What are the super-objectives of the teacher? When does the teacher use indirect approaches to teaching? What does the teacher deliberately overlook? What is the essence of the teacher's relationship to the children? Is the teacher tense or relaxed and how does the teacher show tension or relaxation? If the teacher becomes tense how does the teacher handle his own tension? The meaningful questions that can be asked with respect to the analysis of the behavior of a model teacher are large in number, but the trainee may have difficulty in formulating a single worthwhile question. An important function of the trainer of the teacher is to help him to formulate significant questions about what he has observed or will observe.

The behavior observed should help the student achieve some understanding of the nature of teaching, the problems involved, and some of the techniques and resources that can be <u>adapted</u> for use in the student's own developing role as a teacher. The student of education has to be willing to experiment with the ideas derived from observation, always being careful to avoid making blind use of a technique as though it were a sanctioned ritual. All too often students, and classroom teachers too, expect the college of education to provide rituals for classroom management, and complain that the college is detached from the <u>real</u> teaching situation when it cannot do this. Such a criticism shows a failure to understand that the role of the teacher has to be created by the teacher himself and that it is an intensely personal and individual role. A school of education can do no more than help provide some of the raw material out of which the student creates a role for himself.

A second source of materials that the student of education must study carefully in order to acquire a role is both the subject matter to be taught and the techniques through which it can be taught. To a considerable extent, the subject matter and the teaching methods represent a medium through which a role is performed. Teachers who embrace a role that involves large amounts of drill and rote memorization are probably engaged in living a different role in the classroom from teachers whose main emphasis is that of encouraging children to seek out information for themselves. All too often the subject matter and teaching method have been learned by the teacher independent of any consideration of

overall teacher role. For example, a student of education may be exposed to a logical and experimental analysis of the learning of arithmetic without ever acquiring any deep feeling that the materials provide the key that enables children to understand the technological and scientific civilization in which they live. Third grade children in arithmetic today are doing tasks which few people 200 years ago could do. Two centuries ago hardly anyone could multiply numbers. It is a marvelous human achievement and the teacher should feel deeply that he is helping children to achieve a quite extraordinary skill which opens up a new universe for them to explore. Many children intuitively know this but, unfortunately, many teachers do not. Preparation for teaching requires that the student of education search out in the subject matter mastered, and in the skills to be taught, all the exciting and wonderful facets that can be found. Teachers who do not do this end up in the role of being classroom managers of routine intellectual exercises. Indeed, teachers who cast themselves in the role of classroom managers typically present themselves as playing a role comparable to that of the bored production line supervisor keeping his uninspired workers busy at their routines.

The study of methods is also intimately related to the development of teacher role, in that the method of teaching reflects the teacher's conception of the nature of the pupil and the nature of man. For example, the teacher who functions as a manager of learning reflects a view that there are two kinds of human beings, the controllers and the controlled, with the teacher in the controller role. The now popular open classroom places teachers and pupils more in the role of partisans, with the teacher providing the pupil with a special source of expertise. The study of teaching methods should provide a situation in which the student of education has to take stock of the kind of person he is going to be in the classroom, what his role is going to be in relating to pupils, and how the teacher should view the pupil and how the pupil should view the teacher. The fact that feeling elements in the teacher are ignored by writers on teaching method does not mean that they should be absent or noninfluential. One can be fairly sure that the feelings of the teacher towards the children will influence his behavior in the classroom and that the children will respond to the behavior in the classroom and that the children will respond to the behavior thus elicited. The Rosenshine and Furst summary of research strongly suggests that this is so.

The Search For Role Sources Within The Individual Himself

Let us begin this discussion by taking up the matter of the development of a particular role characteristic related to pupil achievement. Teacher enthusiasm is a relatively strong variable related to pupil growth and is suitable for this purpose. Now it is all too easy for the teacher to manifest a kind of artificial enthusiasm for everything that the pupils do in the classroom, but such an artifact is hardly likely to influence pupil achievement. The teacher has to show, and learn to show, genuine enthusiasm. In order to do this the teacher has to ask himself what there is about the pupils and the classroom and the subject matter that can be a genuine source of enthusiasm. In thinking over the matter, the student of education might have in mind a first grade class where he expects to teach. It may then occur to him that here are these little children who come, unable to read or add, and who master such great keys to knowledge

before the year is out. In this short time they become able to do things which most human beings in all history have been unable to do. It is really a remarkable performance and the teacher should participate with enthusiasm in making this accomplishment possible. The student of education may think further and then suddenly realize also that, during the elementary school years, the child develops from a state in which he thinks quite nonlogically and is incapable of abstract thought, to a state in which he can undertake symbolic abstract thought, which is perhaps man's greatest accomplishment. A student of education who has reflected little on the accomplishments of children and who has had little feeling for their immense potential must learn to view them with wonder.

The individual's search of his innder resources should tell him whether he can or cannot experience appropriate feelings in the teaching situation. If a student engages in this self-examination and comes to the conclusion that his experience in the classroom will be one of apathy towards the accomplishments of children, or one of boredom, or one of anger towards the misbehaving child, or one of irritation, or one of anxious awaiting for things to get out of hand, or one of will-the-day-never-end, or one of let's-do-this-and-that-to-please-the-principal, then the student should decide that he should enter an occupation other than teaching.

Although the student of education's assessment of his inner resources should place particular emphasis on a search for appropriate affective components, he should also take stock of the abilities he has that will permit him to fill the role effectively. Does the student of education have skills in making constructions with materials and how can these be applied to preparing classroom demonstrations? Does the student of education have a sense of humor and how can this be used without turning the classroom into mere cheap entertainment? Does the student of education have good self-control in social situations and can he extend this self-control to the classroom? Can he be relaxed in social situations or can he learn to be relaxed?

These kinds of searchings represent the beginning of the task of mobilizing the individuals own resources for the purpose of performing a particular role in the classroom. However, a mere search is not enough. The student of education must also begin to think about how he will use his resources in performing his work in the classroom. He must imagine situations that are likely to occur and how he would take care of each one of them. In imagining these situations he must live out the role of the teacher and experience the feelings appropriate for the occasion. During the time when he is preparing himself for teaching, he must spend large amounts of time imagining himself in the classroom confronted with one problem after another and he must imagine himself handling these problems in accordance with the role he is attempting to master. What this does is to give him a repertoire of responses available for handling a range of problems likely to occur. Such preparation is necessary before the student of education can begin to develop in himself an adequate classroom role.

First Steps in Entering the Classroom

At this point the role development of the student of education should have reached a level at which the student can profit from work in the classroom. At this stage the student of education should have become discerning enough to know that he should observe the teaching of pupils in such a way that what he learns is added to his own resources. He should also know that, even with the best model teacher, there will be practices that do not fit the role he is seeking to acquire. He should also know that he should never attempt to copy what he sees another teacher doing. Effective roles are not learned in little packages that provide modules of behavior to be copied. Because the student of education has learned these basic facts about role learning, he can now profit from classroom experience.

Nevertheless, the student of education's entry into the classroom should probably not be the conventional one in which he is assigned to do little chores for the teacher. Again, one must look at dramaturgic techniques for cues on how this introduction to the professional situation should be made. There is considerable agreement concerning what should be the first steps in introducing the student to the stage. The first step that is almost universally recommended is that of teaching the beginning actor to relax. The view is universally held that the kind of control needed for an effective performance of the actor, as artist, requires relaxation. The actor may learn to relax in drama school through relaxation exercises which require him to deliberately relax his body in a stage setting. The student of education should certainly spend at least the first hour of his initiation into the classroom learning to relax and perhaps also, in producing the emotional and affective responses that, by this time, he knows the role requires. Until he feels thoroughly comfortable and tension free in the classroom situation, he should not be assigned tasks involving interactions with pupils. In any case, the first interactions should be with individual pupils. These pupils should be selected by the supervising teacher to provide nonstressful interactions with the student teacher. Once the student teacher has learned to perform an effective role in relation to these individual pupils, then he should be allowed to work with small groups of children. The final stage would involve the entire class. If the student teacher is anxious, at any stage, then the program of expanding the social interactions should be delayed until the student teacher is performing his role confidently and successfully. This is very similar to a Wolpe type of desensitization technique used in psychotherapy.

Relaxation and good control must not be confused with apathy, for apathy has no place in the role that research indicates the teacher should have. There should be an absence of the kind of tension referred to as anxiety, for anxiety represents a set of responses incompatible with those those involved in a successful teaching role. No teacher's performance can be artistic and effective if it is colored with anxiety and tension.

The performance of the student teacher in the classroom requires a role trainer. Sarbin and Allen conclude from their review of research that role trainers play a critical part in role acquisition. A student is likely to have only limited understanding of the role he is communicating through his behavior. The task of the role trainer is to help

deepen that insight. One is tempted to suggest that the role trainer arm himself with a television camera and with other instruments of technology in order for him to better perform his task. At this point one should perhaps take the cautious stand that role trainers have had brilliant success in the theatre with simple techniques, but that the use of self-confrontation techniques through television playbacks of performance seem to have both harmful and beneficial effects which may well balance out. One cannot read the thoughtful review of research self-confrontation techniques by Fuller and Manning (1973) without coming to the conclusion that these self-confrontation techniques are filled with recognized hazards and unknown pitfalls. Such technological approaches to role training should be studied, but always by professionals capable of handling the serious mental and behavioral disturbances that the techniques are known to be capable of producing. Individuals, who see themselves in live action on a screen, respond emotionally to what they see. Typically they become preoccupied with the appearance of their body and fail to take note of the behavior they see and the consequences of that behavior. Once again one can say that what appears to be the obvious way of training teachers may not be the right way.

The Search for Creative Ways of Keeping the Role Alive

All too often the student of education seeks to find a pattern of teaching that will be effective and which will function in perpetuity. Teachers who have performed the same routines for ten or twenty years are all too common. What was initially a lively performance has become over those years a dead routine, boring to both teacher and pupil. From the day when the student enters the classroom, and throughout his teaching career, he must constantly search for new ways to keep his classroom role alive. This is a highly creative task that he must undertake both inside and outside of the classroom. The in-service training of teachers helps to keep teachers up-to-date in terms of specific skills and subject matter, but the updating of the role is the task of the teacher himself, who must draw upon whatever resources are available to him.

One obvious source of new ideas for revitalizing roles is to be found in the performance of other teachers, but this has been a difficult source on which to draw. In recent years a few school systems have provided time off so that one teacher can visit another teacher. Perhaps a better way of handling this problem might be to provide television tapes which might well be broadcast at times announced only to teachers. The medical profession has used this means for disseminating information by providing doctors with demonstrations of new techniques at times when ordinary viewers might not be expected to turn on their sets. Public television has considerable potential for providing teachers with a continuous flow of new material related to the pursuit of their professional role.

Although suggestions can be derived from watching the performance of other teachers, these observations can provide only suggestions, for the teacher has to adapt what he sees into his own role interpretation. For example, a teacher seeking new ways of showing pupils support and approval may observe another teacher clap her hands and say "bravo" to a pupil who has at last managed to solve a particular class of arithmetic

problem. The temptation is simply to copy the act. The lesson that the teacher observing the original action probably needed to learn was that it is important to be demonstrative in showing approval for work, but what he had to work out was how to be demonstrative in a way that was expressive for him.

The teacher who wants to keep alive must also find new resources inside himself. This involves the continuation of the search that was involved in the original development of the role. There are always undiscovered resources within the individual and a capacity to learn new ways of behaving that can surprise even the learner himself. Little is known about the conditions that facilitate this kind of search. Many different procedures have been suggested including participation in interaction groups and the intervention of a critic teacher but these are of questionable value. Research needs to be undertaken to explore the important problem of keeping a role alive in the classroom. It is not an easy undertaking.

In Summary

This paper has attempted to present the kind of program of teacher education that research indicates to have prospects of producing effective teachers. Although research provides us with only limited knowledge on the basis of which to design a program, it is surely better to use that knowledge than to design programs around high-sounding slogans. A considerable amount of significant knowledge has been acquired that can be used for developing teacher education along effective lines and an attempt has been made to weld this knowledge to a technology developed in relation to role training. Such a combination is believed to provide a sounder basis for teacher education but each lacks the roots in empirical research which must surely be the foundation for a sound program of teacher education. Modular theories of teacher behavior are a bureaucratic dream, in that they lead to a very simple and easily administered form of teacher education program, but bureaucratic dreams can lead to consequences that are social nightmares. Indeed, the modular type of teacher education would appear to fail to build into teachers the characteristics needed most in encouraging learning in pupils. To do the latter requires the development of a new art, the art which will permit the student of education to transform himself into the kind of person who, through the centuries, has helped each pupil to transform himself into a more disciplined intellect and a more worthwhile person. We know today not only more than we have ever known before about the characteristics of such teachers, but we also have some glimmering insight about how a student of education can create those characteristics in himself.

Although our stress here has been on the development of an effective teaching role with characteristics that have been demonstrated to be related to pupil learning, this should not be taken to mean that teacher education should consist of nothing else. Certainly every teacher should be familiar with the mainstream of knowledge related to child development and with models of intellectual and social development. However, such knowledge can be effectively used only within the framework of the teaching role that should surely constitute the essential core of teacher education. In addition, it must be pointed out that knowledge in the child development area might well be acquired outside of the professional sequence of courses as a part of a liberal program of education since it makes a direct contribution to an understanding of the nature of man.

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